2014–2015 Midweek Concert

Teachers' Guides

BALTIMORE SYMPHONY ORCHESTRA

The Star-Spangled Banner

Creative and Innovative Lesson Seeds, Sprouts and Resources

STEAM activated
Arts integrated

MUSIC FOR YOUTH ● Grades 4-6

Wednesday, November 5, 2014
10am & 11:30am

Thursday, November 6, 2014
10am & 11:30am

THE STAR-SPANGLED BANNER

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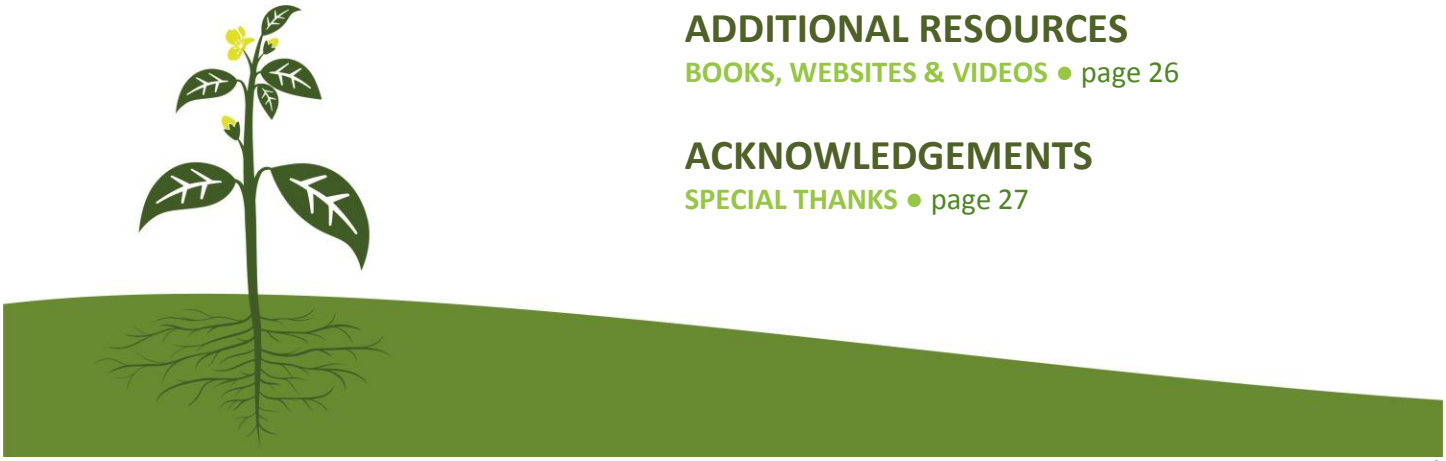


INTRODUCTION ●

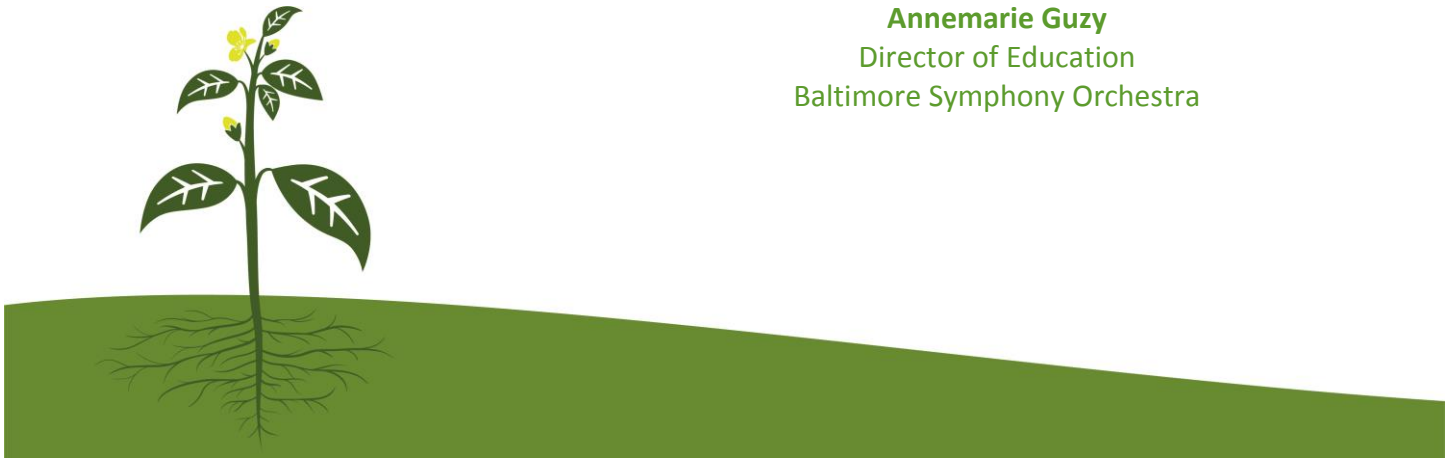
Welcome to the Baltimore Symphony Orchestra's Teacher Resource Guide!
We are delighted you will be joining us along with educators and students from across the state of Maryland and beyond for the BSO's **2014-15 Midweek Education Concerts**.

The BSO's *The Star-Spangled Banner* Midweek Concerts celebrate the 200th anniversary of the country's national anthem. Showcasing the revolutionary spirit that had captured the world by storm, we explore the history of The Star-Spangled Banner with Beethoven's *Leonore Overture No. 3* and *Wellington's Victory,* Charles Ives' *Variations on America*, a newly released version of *The Star-Spangled Banner* by Ferde Grofé, and John Philip Sousa's *Stars and Stripes Forever.* Intertwined with music, Fort McHenry's Living Historians reenact the historical figures critical to the events surrounding the Battle of Baltimore with a dramatic narrative.

Inside this guide you will find unique classroom ideas in the form of seeds and sprouts and suggested classroom activities to help prepare your students for their upcoming concert visit. The guide was designed by a handpicked team of teachers from a range of counties across Maryland, with specialism in music, science and social studies. We also worked with David Armenti, Student Center Research Coordinator of the Maryland Historical Society to dive into primary sources from the War of 1812. In order to strengthen the STEAM connections, this guide was also produced in consultation with **Dr. Michael Karweit**, a member of the **BSO Science Advisory team**, and recently retired Research Professor at Johns Hopkins University in the Dept. of Chemical and Biomolecular Engineering**.**

We hope you find the resources exciting, engaging, and invaluable as you plan your upcoming concert visit and we so look forward to seeing you at the Meyerhoff!

Annemarie Guzy
Director of Education
Baltimore Symphony Orchestra



HOW TO USE THIS GUIDE

Lesson Plan Seeds and Sprouts
Choose one or grow your own!

Seed
Inside this guide you will find four lesson **"seed"** suggestions. Think of the lesson seed as a topic. Each seed has an objective, essential questions, standards, and resources.

Sprout
Each seed has suggested **"sprouts"** or ideas that grow out of the seed. As you grow the sprouts, look to the resource list on each page. This list contains resources that are provided within this teachers' guide, as well as a range of additional resources you may wish to use.

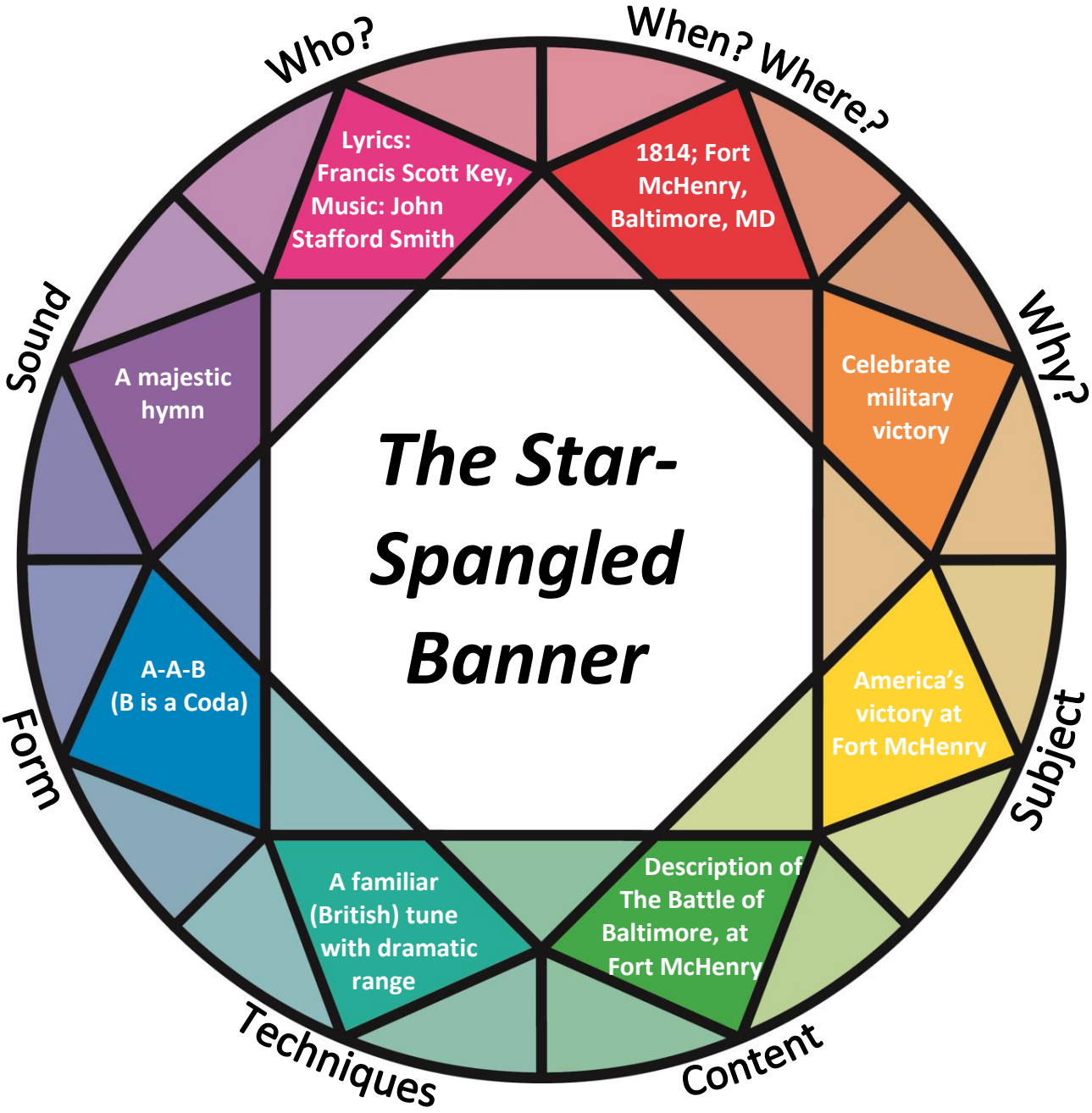
Grow your own!
We hope one of our lesson ideas will spark a new idea for you and your students. **Encourage collaboration** with other teachers in your building, and create your own arts-integrated seeds & sprouts.

Don't leave your concert experience behind at the Meyerhoff!

Use another sprout as a follow-up activity, use one of our suggested closure activities, or use our wrap-up worksheet.

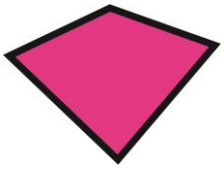
Tell us what you think by sharing your feedback and ideas with the BSO!

A SNAPSHOT OF *THE STAR-SPANGLED BANNER* ● FACETS MODEL



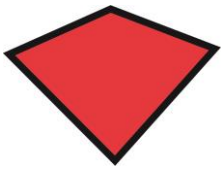
The Facets Model is adapted from Barrett, J. R., McCoy, C. W., & Veblen, K. K. (1997). *Sound ways of knowing: Music in the interdisciplinary curriculum.* New York, NY: Schirmer Books. *Used with permission of the author.*

A SNAPSHOT OF *STAR-SPANGLED BANNER* ● IN DEPTH



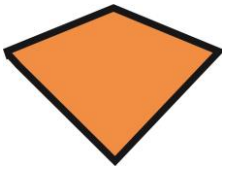
Who created it?

Francis Scott Key (1779-1843) wrote the original poem entitled "The Defence of Ft. McHenry." John Stafford Smith (1750-1836) wrote the tune "To Anacreon in Heaven."



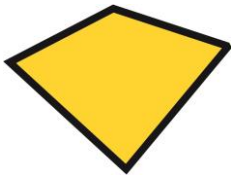
When and where was the work created?

The "Star-spangled Banner" was written September 14, 1814 on the Patapsco River in Baltimore, MD**.** It was set to the tune of "To Anacreon in Heaven" which was written in the 1760's in Gloucester, England.



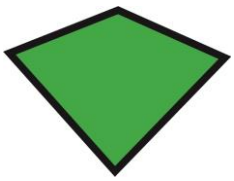
Why was it created?

Francis Scott Key penned an original poem to express his feelings the morning of September 14, 1814 when he realized the American militia at Fort McHenry had made it through the night and saved the city of Baltimore.



Subject: What is the subject of the work?

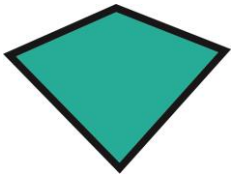
The poem revolves around the American victory of the Battle of Baltimore. The British had deemed Baltimore a "Nest of Pirates" for the many merchants turned privateers in Fells Point. They had captured or burned British ships in the years leading up to the Battle of Baltimore. After the British had taken over Washington D.C. and set fire to the White House and other government buildings they set their sights on Baltimore. The fort and the line of defense built by the Baltimore citizen militia on Hampstead Hill had prevented the British from coming in and taking over Baltimore and burning the shipyards that produced the fast moving clippers.



Content: What is being expressed?

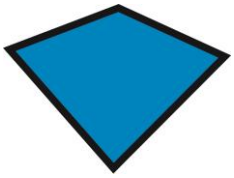
After British warships moved up the Patapsco River toward Fort McHenry and the other defenses around the harbor, the ships opened a 25-hour bombardment of the fort. Nevertheless, this constant attack failed to force its commander, Major George Armistead, and the other defenders to surrender. As the British fleet withdrew down the Patapsco, the garrison flag, now known as the Star-Spangled Banner, was raised over Fort McHenry, replacing the smaller storm flag that flew during the bombardment. Francis Scott Key was elated at the sight of the flag still flying above Fort McHenry in Baltimore after the long bombardment, and expressed his feelings in this song.

A SNAPSHOT OF *STAR-SPANGLED BANNER* ● IN DEPTH



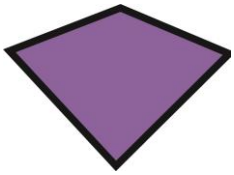
Techniques: What techniques did the composer use to help us understand what is being expressed?

Francis Scott Key used the familiar and British tune "To Anachreon in Heaven" for his lyrics. The song's melody has a dramatic pitch range.



Form: What is the structure or form of the work?

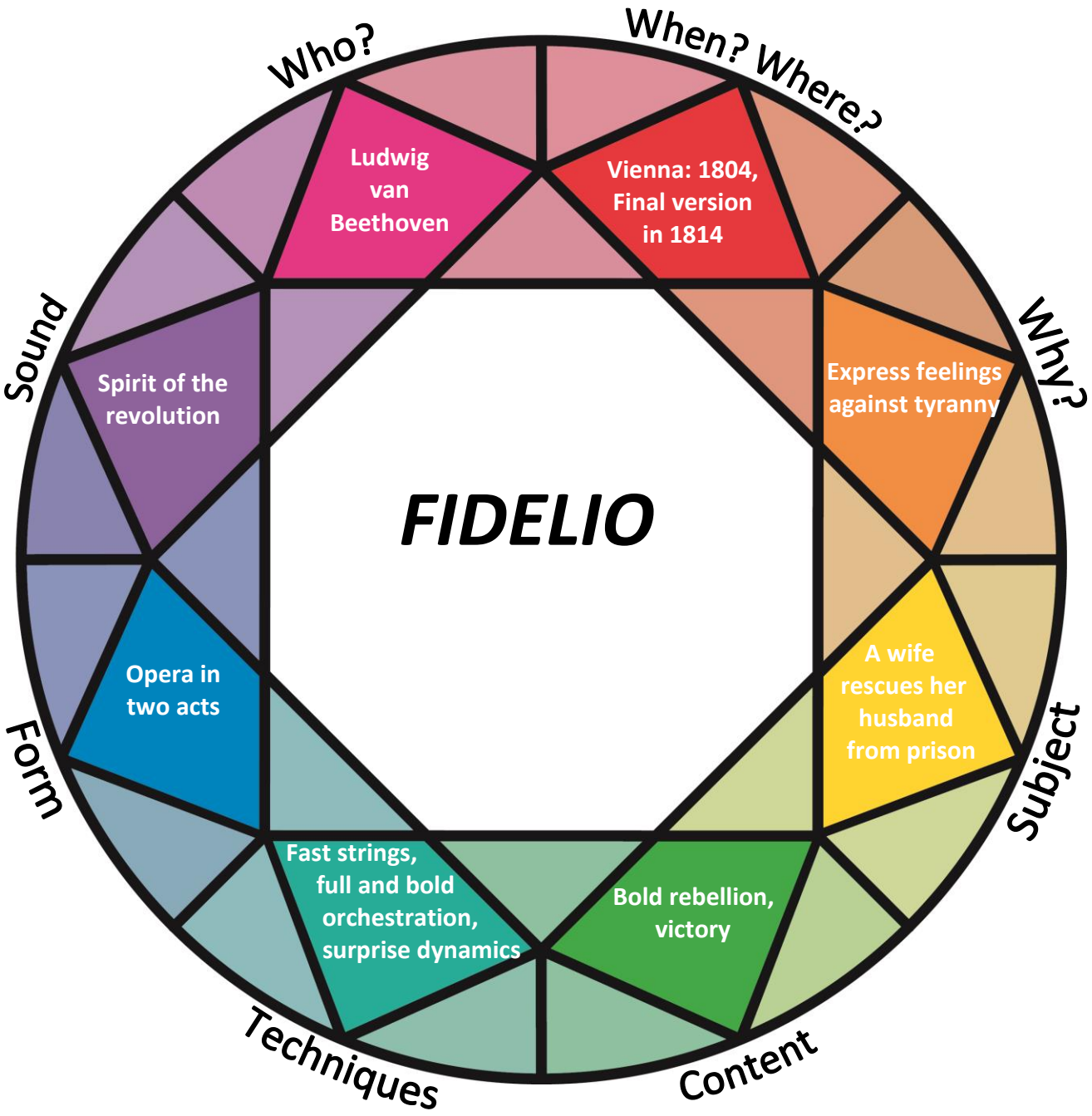
The form is A-A-B. The B section gives the feeling of a Coda.



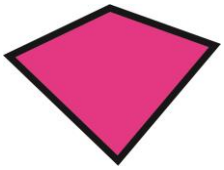
Sound: What does the piece sound like?

The piece sounds like a majestic hymn, which in the context of Key's poem is well-suited to represent the heroic feelings of victory.

A SNAPSHOT OF *FIDELIO* ● FACETS MODEL

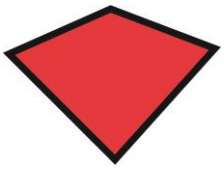


A SNAPSHOT OF *FIDELIO* ● IN DEPTH



Who created it?

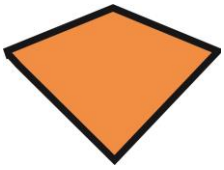
The composer was Ludwig van Beethoven who was born December 17, 1770 and died March 26, 1827.



When and where was the work created?

Beethoven began work on *Fidelio* in 1804. It received its premiere in Vienna in 1805. Beethoven endlessly reworked the opera, producing a final version in 1814. Beethoven worked the overture into numerous variations, the BSO will be playing number 3. The overture has become so popular as a concert piece on its own that it has its own title: *Leonore*, usually followed by a number to indicate which version is being performed.

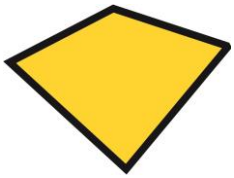
Fidelio is included in the body of work that Beethoven composed after his "Heiligenstadt Testament," a document detailing his frustration with his continued hearing loss and his realization that he might eventually lose all his hearing. After this period, Beethoven rallied and his work outpaced anything he had done previously. He completed four symphonies in five years in addition to the opera *Fidelio* and numerous other works.



Why was it created?

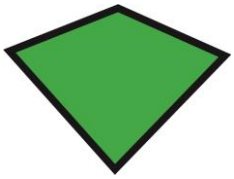
Beethoven had long felt strong feelings against tyranny and the opera format was a great way to express these feelings.

Additionally, Beethoven wanted the prestige (and the money) that could be made from writing a successful opera. He was distracted writing his Third Symphony and only finally came back to the opera idea when he found the story *Léonore ou L'amour conjugal* by J. N. Bouilly.



Subject: What is the subject of the work?

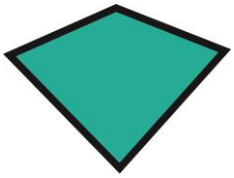
The opera is about a prisoner's wife, dressed as a man, engineering the rescue of her husband from a Spanish prison.



Content: What is being expressed?

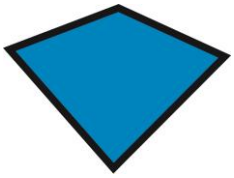
The opera expresses the bold rebellious nature of Leonore and the ultimate victory of freedom.

A SNAPSHOT OF *FIDELIO* ● IN DEPTH



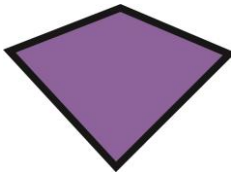
Techniques: What techniques did the composer use to help us understand what is being expressed?

This opera encompasses so much of the Beethovenian sound and spirit. There are fast passages for strings, full and bold orchestration, and surprise dynamics both loud and soft to create an exciting musical narrative.



Form: What is the structure or form of the work?

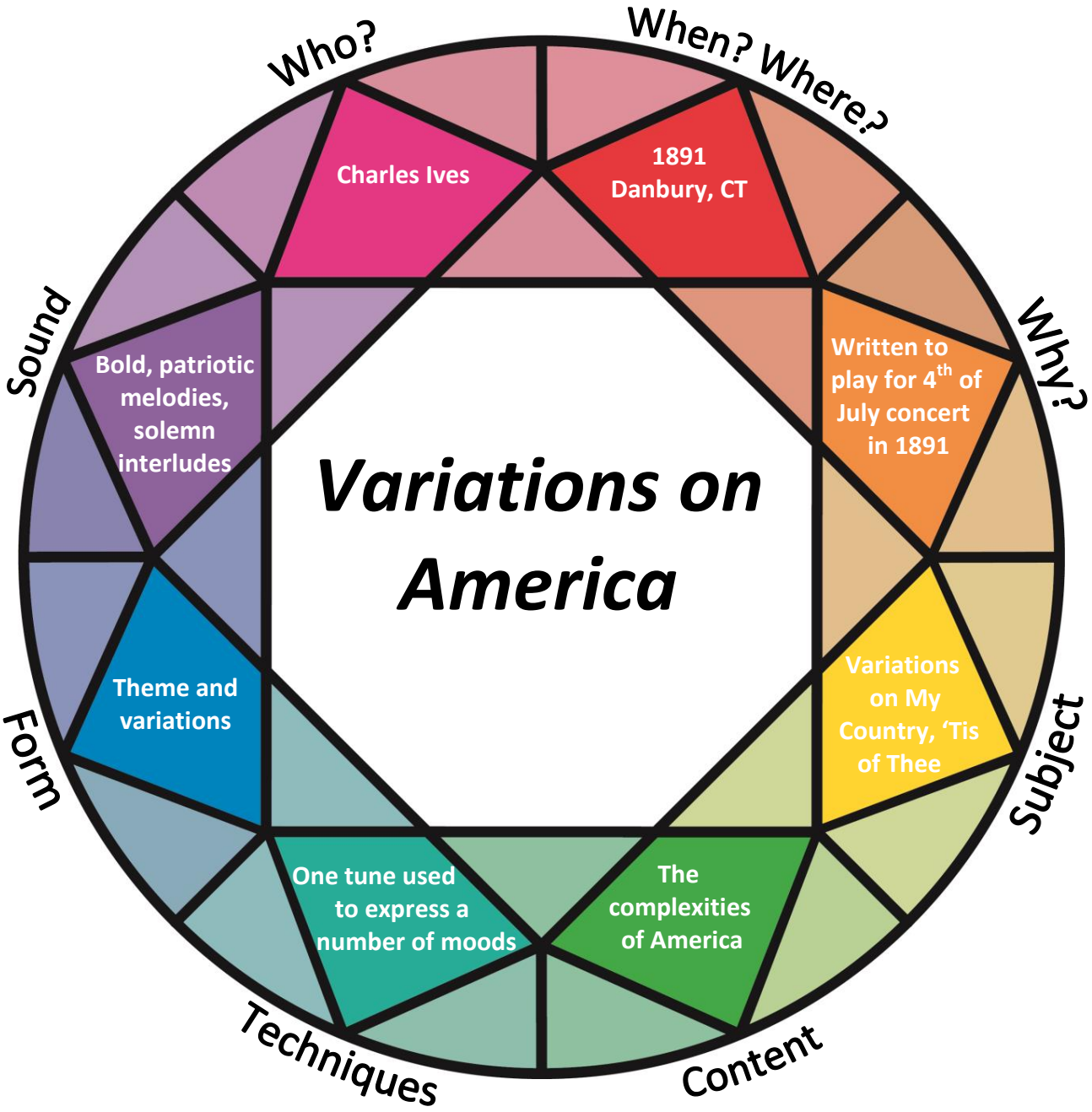
Fidelio is an opera in two acts. *Leonore Overture No. 3*, while initially conceived as the beginning overture, is sometimes played during Act 2 because it is so bold and strong.



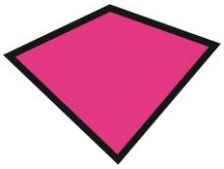
Sound: What does the piece sound like?

This piece was a representation of the Age of Enlightenment ideals that Beethoven so strongly connected to. You can hear the spirit of revolution within the music through the bright and bold instrumentation, melodic motifs and rhythmic energy.

A SNAPSHOT OF *VARIATIONS ON AMERICA* ● FACETS MODEL

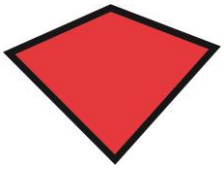


A SNAPSHOT OF *VARIATIONS ON AMERICA* ● IN DEPTH



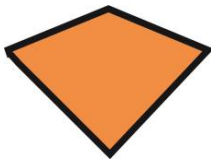
Who created it?

The composer was Charles Ives who was born in 1874 and died in 1954.



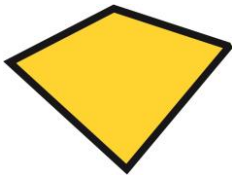
When and where was the work created?

It was created in 1891 in Danbury, Connecticut.



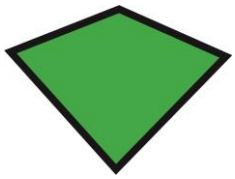
Why was it created?

Charles Ives, an organist, initially wrote this piece to play on a concert for the 4th of July in 1891.



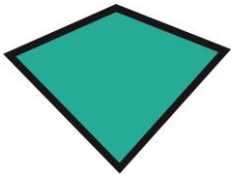
Subject: What is the subject of the work?

The subject of the work is the patriotic song, *My Country, 'Tis of Thee*, also known as *America*. Interestingly, this is the same tune as the United Kingdom's National Anthem *God Save the Queen.*



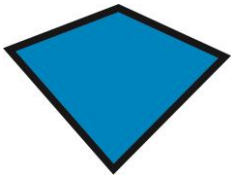
Content: What is being expressed?

With each variation of the tune, the listener experiences a different mood, style and character, perhaps demonstrating the complex nature of the United States and its multifaceted culture and history with undeniable connections to the British.



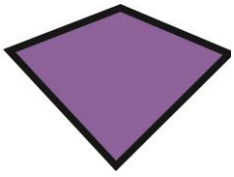
Techniques: What techniques did the composer use to help us understand what is being expressed?

Ives uses a familiar American song with stark contrasting variations. Each variation captures a different mood.



Form: What is the structure or form of the work?

The form of the work is theme and variations.



Sound: What does the piece sound like?

Some variations are bold and patriotic. Some variations are slow, with dissonance interwoven throughout the theme. The fourth variation is a polonaise featuring the tuba and sounds like a dance. The final variation has a brass chorale statement of the theme, ending the piece with the bold sounds of the beginning.

LESSON PLAN SEEDS ● STEAM Activated –Arts Integrated

THE MUSIC:
THE STAR-SPANGLED BANNER

SEED 1:
Oh Say Can You Play? Explore the purpose of battle music

Sprout 1: What is a Fife and Drum Corp?

Sprout 2: Learn about the music used in battle during the War of 1812

Sprout 3: Yankee Doodle and the Battle of Baltimore

ESSENTIAL QUESTIONS
- What is a Fife and Drum Corp?
- What is a fife and how is it different from the modern day flute?
- What is the purpose of music used in battle?
- What music marked the victory of the Battle of Baltimore? Why was this song used?

ACTIVITIES
1. Watch videos of the Ft. McHenry Fife and Drum Corps. Perform duty calls on various instruments. Try writing your own duty call for a daily task on the recorder or other instruments.
2. Discuss the purpose behind duty calls and have students listen to audio examples of traditional duty calls. Play a Matching Game: Using smart boards or chart paper match the visual (a scene representing the call), and the title of the call while listening to each call.

ACTIVITIES CONT.
3. Explore the music used during the Battle of Baltimore, and learn more about the role Yankee Doodle played at the conclusion of the battle.

NATIONAL CORE ARTS STANDARDS

PERFORMING/PRESENTING/PRODUCING
Anchor #6: Convey meaning through the presentation of artistic work. (MU: Pr6.1.4, 5, & 6)

CONNECTING
Anchor #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (MU: Cn11.0.4, 5, & 6)

BSO RESOURCES
BSO Teacher's Guide Digital CD
Fife and Drum Corps Slide Show (p. 23)

ADDITIONAL RESOURCES
Ft. McHenry Fife and Drum Corps Video:
http://www.youtube.com/watch?v=aiftkEX5NOI
http://www.youtube.com/watch?v=oPbR-hQ1txo
http://www.youtube.com/watch?v=YRbjIiDjTXs

Playing *The Star-Spangled Banner*:
http://www.youtube.com/watch?v=lVOsTT4ic9c

LESSON PLAN SEEDS ● STEAM Activated –Arts Integrated

THE MUSIC:
THE STAR-SPANGLED BANNER

SEED 2:
Oh Say Can You Tell? Go behind the scenes at the Battle of Baltimore

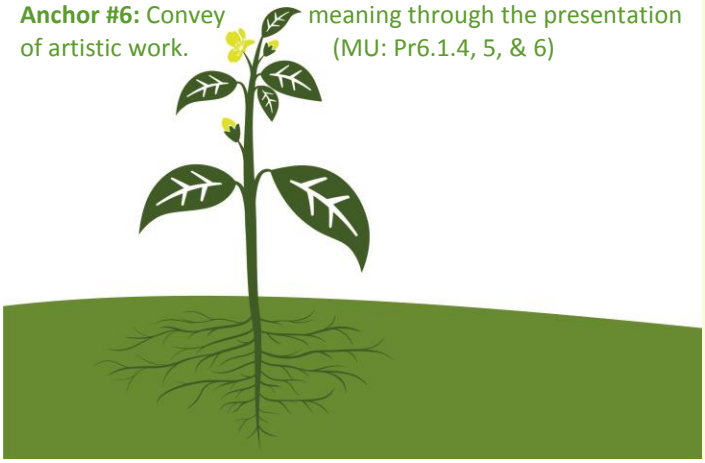
Sprout 1: The Battle of Baltimore: what are the facts?
Sprout 2: Learn about Baltimore in 1814
Sprout 3: And the Rockets' Red Glare: explore the physics of rockets

ESSENTIAL QUESTIONS
- What prompted the Battle of Baltimore? Who won?
- What did Baltimore look like in 1814?
- Why was Francis Scott Key at the Battle of Baltimore?
- Based on the lyrics of the song, what did Fort McHenry look like after the Battle?

ACTIVITIES
1. Use Resources to help students discover facts about the Battle of Baltimore and Baltimore in 1814.
2. Learn all about Francis Scott Key and explore why he was at the Battle of Baltimore.
3. Analyze the lyrics of the Star Spangled Banner and gain a deeper understanding about the Battle of Baltimore and what it looked like.
4. With the rockets of the Battle of Baltimore in mind, create your own bottle rocket and learn about the physics required to launch it.

NATIONAL CORE ARTS STANDARDS
PERFORMING/PRESENTING/PRODUCING

Anchor #6: Convey meaning through the presentation of artistic work. (MU: Pr6.1.4, 5, & 6)



NATIONAL CORE ARTS STANDARDS CONT.
CONNECTING

Anchor #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (MU: Cn11.0.4, 5, & 6)

COMMON CORE STANDARDS
CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

NEXT GENERATION SCIENCE STANDARDS
4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object

4-PS3-4 Apply scientific ideas to design, test and refine a device that converts energy from one form to another.

BSO RESOURCES
BSO Arts Integration Activities (p. 16) / And the Rockets Red Glare! (p. 20)

ADDITIONAL RESOURCES
War of 1812 Teacher Resources:
http://www.mdhs.org/digital-images?SearchTitles=&field_creator_value=&field_collection_value=&field_subject_value=%22War+of+1812%22

http://warof1812.thinkport.org/#home.html

Becoming a Trail Steward and War of 1812 project:
http://www.nps.gov/stsp/forteachers /classrooms/upload/ STSP-Becoming-Trail-Stewards-War-of-1812-lessons11-7-13.pdf

Hold the Fort Game: http://www.nps.gov/fomc/holdthefort/

Cast Your Vote Game: http://home.nps.gov/fomc/castyourvote/

LESSON PLAN SEEDS ● STEAM Activated –Arts Integrated

THE MUSIC:
THE STAR-SPANGLED BANNER

SEED 3:
Oh Say Can You Sing? The music and the meaning of our national anthem

Sprout 1: Find out the truth behind the words of our National Anthem.

Sprout 2: Variations on The Star-Spangled Banner and how it represents America

Sprout 3: Patriotic Music and National Anthems: Explore National Anthems from other countries.

ESSENTIAL QUESTIONS
- What do you see when you hear the lyrics?
- How does the National Anthem represent America?
- What are the similarities and differences between our national anthem and the anthems from other countries?

ACTIVITIES
1. Listen, analyze, and compare the music and lyrics of anthems from other countries to the Star-Spangled Banner.
2. Working with songwriting partners or teams, create new lyrics for the (make-believe) "2014 National Anthem Contest."

NATIONAL CORE ARTS STANDARDS
CREATING

Anchor #1: Generate and conceptualize artistic ideas and work.

PERFORMING/PRESENTING/PRODUCING

Anchor #6: Convey meaning through the presentation of artistic work. (MU: Pr6.1.4, 5, & 6)

NATIONAL CORE ARTS STANDARDS CONT.
CONNECTING

Anchor #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (MU: Cn11.0.4, 5, & 6)

COMMON CORE STANDARDS
CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

BSO RESOURCES
BSO Teacher's Guide Digital CD
Ft. McHenry Fife and Dum Corps recordings
National Anthems Slide Show (p.23)
Should We Keep Our Anthem? (p.19)

ADDITIONAL RESOURCES
Exploring the Anthem
http://keycam.com/explore-anthem
National Anthems from Around the World
http://www.nationalanthems.info/

LESSON PLAN SEEDS ● STEAM Activated –Arts Integrated

THE MUSIC:
THE STAR-SPANGLED BANNER

SEED 4:
Follow those Stars: Trace the journey of the flag from 1777 to 1958

Sprout 1: Explore the creation of each state in the union and how that impacted the flag

Sprout 2: Learn about Mary Pickersgill

Sprout 3: Fact or Myth? Examine stories about the design and construction of the American Flag.

ESSENTIAL QUESTIONS
- How did the flag change between 1777 and 1958? Why did it change?
- What went into the design of the flag from the original to the most current?
- Who created the flag flown at Fort McHenry in 1814?

ACTIVITIES
1. Create a star and state timeline to demonstrate when each state joined the union and received a star on the flag, with construction paper cutout stars and states.
2. Research and discover why the original colors were chosen. Then, experiment with creating flags using colors other than red, white and blue.
3. Explore the life of Mary Pickersgill and the process she went through to create the flag that inspired Key's *The Star-Spangled Banner.*

NATIONAL CORE ARTS STANDARDS
CREATING
Anchor #1: Generate and conceptualize artistic ideas and work.

PERFORMING/PRESENTING/PRODUCING
Anchor #6: Convey meaning through the presentation of artistic work. (MU: Pr6.1.4, 5, & 6)

CONNECTING
Anchor #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (MU: Cn11.0.4, 5, & 6)

COMMON CORE STANDARDS
CCSS.ELA-LITERACY.RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)

BSO RESOURCES
BSO Teacher's Guide Digital CD

RESOURCES
Historic & Current Flags of America
http://www.usflag.org/history/historicflags.html
Mary Pickersgill
http://msa.maryland.gov/msa/educ/exhibits/womenshall/html/pickersgill.html
Making the Flag
http://amhistory.si.edu/starspangledbanner/making-the-flag.aspx

ARTS INTEGRATION ACTIVITY ● USING FICTION TO EXPLORE 1814

LANGUAGE ARTS CONNECTION: THE STAR-SPANGLED BANNER

INSTRUCTIONS: Read a book from the Fiction Book List below and create a "Sandwich Book Report." Then, imagine *you* are living in Patterson Park or Washington DC during 1814, and write a letter to a friend about what you are experiencing.

SANDWICH BOOK REPORT

Choose one of the books below, then click on the link to find information about this great activity here:

http://www.cape.k12.mo.us/blanchard/hicks/Reading%20Pages/Champ/sandwichbookproject.pdf

FICTION BOOK LIST

- ***Washington is Burning***, by Marty Rhodes Figley
- ***The Boy Who Saved the Town***, by Brenda Seabrooke
- ***The Biggest (and Best) Flag That Ever Flew***, by Rebecca C. Jones
- ***Dolly Madison Saves George Washington*** by Don Brown

FIRST PERSON NARRATIVE FROM WASHINGTON DC

Imagine you are a resident of Washington D.C. in August 1814. You have just received word that the British defeated the militia sent to defend the city at the Battle of Bladensburg. Within a few hours the British will be in Washington D.C. What do you plan on doing? Do you want to leave? Can you leave? Would you stay and fight? Would you stay and try and persuade the British to not hurt your family and property? If you left, what would you take with you? Explain what you would attempt to do in the space below.

Include:

- Details from a Washington D.C. citizen's perspective
- Information from the appropriate perspective about the major events leading up to the Burning of Washington D.C.
- First person writing (I, we, us, etc.)

FIRST PERSON NARRATIVE FROM PATTERSON PARK

Imagine you live in and around Patterson Park during the summer of September 1814. In August you stood at the top of Hampstead Hill and looked southwest at a glow on the horizon. The glow is the White House and other buildings being burned to the ground in Washington D.C. by the attacking British Army. A few short weeks later you wake up to find British Warships approaching the Harbor. What kind of emotions would you go through after seeing this? What would you and your family decide to do? If you left, what would you take with you?

Include:

- Details from a Baltimore citizen's perspective
- Information from the appropriate perspective about the major events leading up to the Battle of Baltimore
- First person writing (I, we, us, etc.)

ARTS INTEGRATION ACTIVITY ● THE WAR OF 1812 IN NON-FICTION

LANGUAGE ARTS CONNECTION: THE STAR-SPANGLED BANNER

INSTRUCTIONS: Choose a book from the Non-Fiction Book List below (or, with teacher approval, select your own). Create a non-fiction sharing board: Fold a large sheet of paper in eighths. Draw neat lines to separate the blocks. Write the key words at the top of the blocks and complete according to the blocks below. Then, share what you've learned!

Non-Fiction Book List

A Timeline of the War of 1812, by Sandra and Owen Giddens
The War of 1812: The New American Nation Goes to War with England, by Mark Byer
The Calhoun-Randolph Debate on the Eve of the War of 1812: A Primary Source Investigation, by Jennifer Silate
Battles of the War of 1812 by Diane and Henry Smolinski

TITLE / AUTHOR

Book's Title
Book's Author
Sharing Board By (your Name)

MAIN IDEA

What is the main idea of the book? Write a sentence that gives the main idea in a simple yet complete statement.

CHART OR GRAPH

Create a chart or graph to display some of the information you learned in the book.

VOCABULARY

List important book vocabulary words. You may illustrate some of the words. Be sure you know what they mean!

AMAZING FACT

Draw a picture and write a sentence to share an amazing fact that you learned from the book.

BEYOND THE TEXT

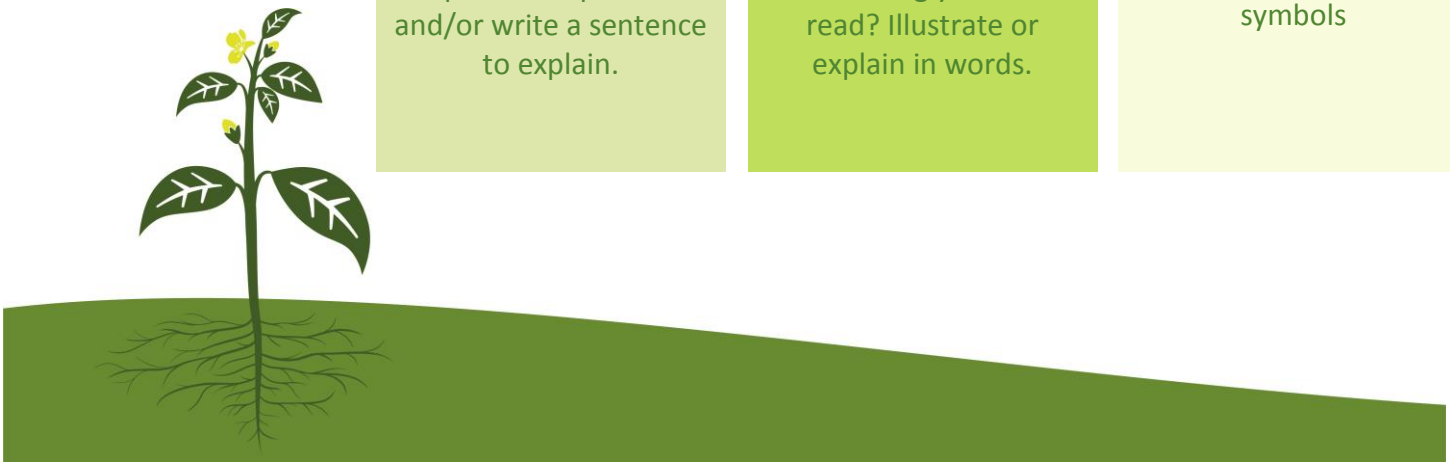
Where do you think you could look for more information on this topic? Draw pictures and/or write a sentence to explain.

CONNECTIONS

How can you connect this information to something in your life or something you have read? Illustrate or explain in words.

EVALUATION

Write a few sentences which tell how you felt about the book. You may also use pictures or symbols



ARTS INTEGRATION ACTIVITY ● EXPLORE THE BATTLE OF BALTIMORE

SOCIAL STUDIES CONNECTION:
THE STAR-SPANGLED BANNER

INSTRUCTIONS: As you prepare to enjoy the BSO's Midweek concert of *The Star-Spangled Banner*, go behind the scenes of the battle, imagine the atmosphere, and understand Francis Scott Key's feelings. As you reflect on this reading, answer the questions that follow.

Name _____

Read about the battle:
http://www.nps.gov/stsp/historyculture/battlebaltimore.htm

1. When, where and why did the battle take place?

_____

2. What were the main events and turning points of the battle?

_____

_____

3. What might have happened if the Americans had not sunk the ships in the harbor?

_____

_____

4. Who won the battle and what did they gain from their victory?

_____

_____

5. What "key" piece of American history is a lasting legacy of this battle?

_____

_____

ARTS INTEGRATION ACTIVITY ● SHOULD WE KEEP OUR ANTHEM?

SOCIAL STUDIES CONNECTION: THE STAR-SPANGLED BANNER

The Great Debate:

Should we keep our national anthem? Or should we start over?

DEBATE

Read the arguments for keeping or toss our National Anthem. Divide into groups of two to four person debate teams and prepare your own argument for keeping or tossing *The Star-Spangled Banner* as our National Anthem. Groups against keeping it may investigate other options for our National Anthem. Students should be able to give reasons why the *Star-Spangled Banner* or another song should be our National Anthem. Prepare to present evidence supporting your position and any possible *rebuttal* (to prove a statement as false by using evidence) from the opposing side.

KEEP IT!

"This is our heritage. It represents our history and what we have overcome. As far as people saying it is outdated, what is the argument for changing it? Are we going to change it every hundred or so years because someone else believes it to be outdated? The anthem shows us America will prevail regardless of the heartaches brought forth. I am proud to serve my country and salute the flag while the anthem plays. It's inspirational and shouldn't be changed."

"Based on Key's poem written 200 years ago in 1814 as the British bombarded Ft McHenry, the poem/lyrics are inspirational describing what our forefathers went through defending our young country and preserving our freedom. Since 1931 the anthem has been sung by generations of Americans focusing our thoughts on our history. Let's keep it!"

TOSS IT!

"The song first was written in 1814. That's 200 years ago. Nearly 80 years ago, this country's National Anthem was adopted. Because of the gap between now and then, it is hard to connect with the song. I believe that if our country is to proudly sing an Anthem that represents us, it should at the least be a song we, the people, can relate to. The archaic styling of Francis Scott Key may have been accepted in the 1800's but I don't believe it's necessary that we continue with a two century old song."

"The Star Spangled Banner is from the war of 1812 and conveys the sentiment of that time. We are now in the 21st century and the nation is more multi-cultural than it was then. The sentiments are the same, but what we want to project as a nation may have changed. We have a great cultural heritage with many noted composers. Let us select a new national anthem in tune with our times. A country may have more than one national anthem. Let's select another song!"

STEAM CONNECTION ACTIVITY ● AND THE ROCKETS RED GLARE!

THE SCIENCE:
THE STAR-SPANGLED BANNER

Purpose

Thinking about the rockets from the Battle of Baltimore that inspired Key's poem, go behind the physics of rockets and create your own water rocket. This activity is designed to demonstrate the principle of force and motion, gravity, and simple machines.

Materials

For the Rocket:

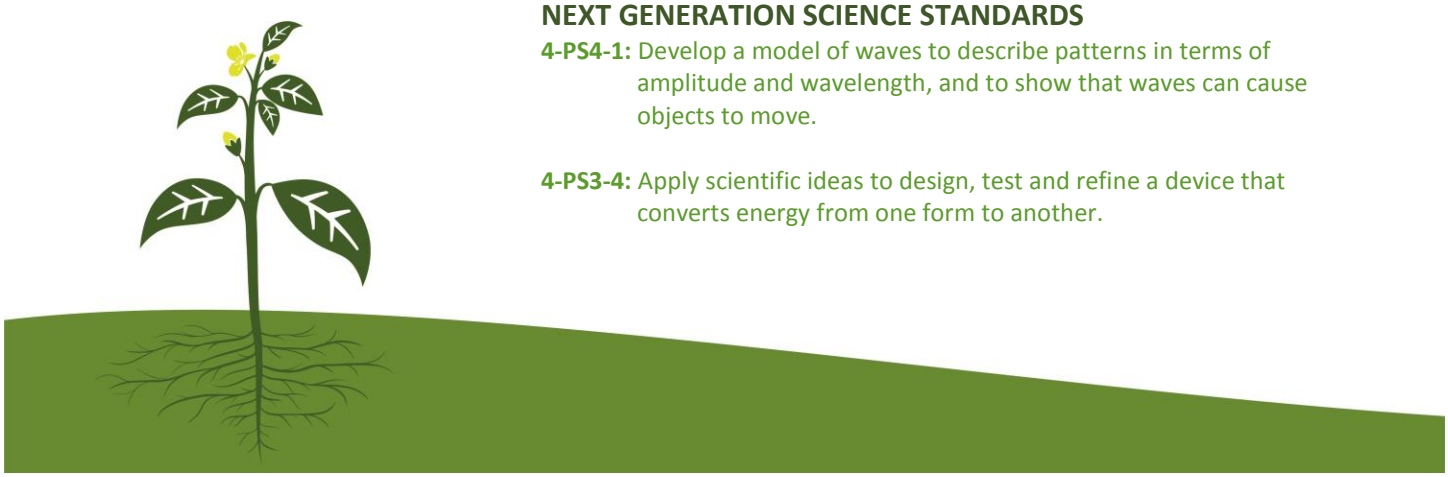
- Plastic soda bottle (1 liter size is perfect)
- Thin plastic (like from a gallon water jug)
- Glue if tape
- Plastic cup
- Scissors

For the Launch System:

- Bottle cork
- Electrical tape
- Air pump with inflation needle (i.e. a bicycle pump)
- Smallest drill bit you can find
- Old can (like a 28 oz. can)

Process

- Using the thin plastic, build fins for the bottom. Make the fins strong enough to support the bottle by itself.
- To make the nose, cut down one side of the plastic cup and curl it to form a cone. Glue to the end of the bottle.
- Cut a small hole in the cork to fit the needle adapter of the air pump, and then tape around it.
- Fill the bottle ½ full with water.
- Take the bottle outside and connect the pump to the needle adaptor and then the cork.
- Pump air into the bottle, making sure all spectators stand back, the bottle will lift off with force after a few seconds.
- Record the data in the Data Table and answer the questions about your experiment.



NEXT GENERATION SCIENCE STANDARDS

4-PS4-1: Develop a model of waves to describe patterns in terms of amplitude and wavelength, and to show that waves can cause objects to move.

4-PS3-4: Apply scientific ideas to design, test and refine a device that converts energy from one form to another.

STEAM CONNECTION ACTIVITY ● AND THE ROCKETS RED GLARE!

THE SCIENCE:
THE STAR-SPANGLED BANNER

Questions:

1. Why was the bicycle pump used to change the air pressure inside the bottle? Could the air pressure be changed in another way?
2. Did the number of times you pump air into the bottle make a difference in the height the rocket flew? Is this demonstrated by your data collection?
3. Based on your experiment, what conclusions could you draw about the force of air pressure?
4. If you wanted the rocket to travel farther, what could you do in addition to pumping more air into the bottle?
5. Based on your observations, can you think of an alternative way to create a water rocket?

Data Table for Water Rockets:

Number of pumps	Height of rocket	Observations
5		
10		
15		
20		
25		

ADDITIONAL RESOURCES

http://exploration.grc.nasa.gov/education/rocket/BottleRocket/about.htm

http://www.science-sparks.com/2012/03/12/making-a-bottle-rocket/

STEAM CONNECTION ACTIVITY ● THE SCIENCE OF SOUND

THE SCIENCE:
SEE THE ORCHESTRA SOUNDS WITH SCIENCE

Purpose

Every listening experience is a scientific phenomenon. This activity explores the science of seeing sound, and learning about how each instrument can produce its own wave shape.

Materials

- Computer (with Windows operating system)
- Microphone (or computer microphone)
- Real-time Waveform software: www.phon.ucl.ac.uk/resource/sfs/rtspect/
- Various musical instruments and voices
- Objects that can be struck and caused to vibrate

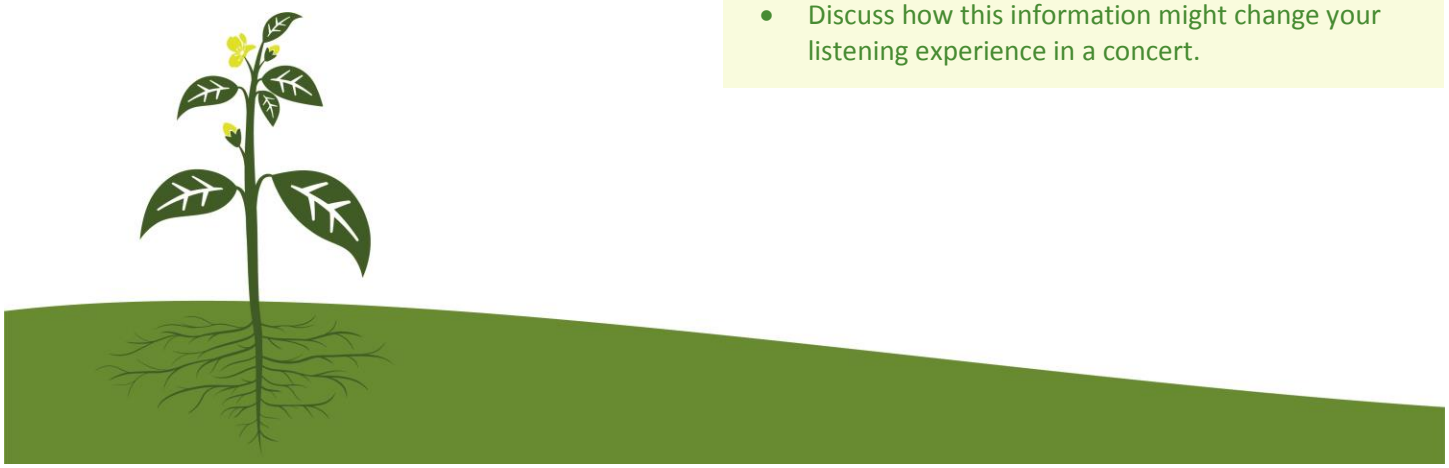
NEXT GENERATION SCIENCE STANDARDS

4-PS4-1: Develop a model of waves to describe patterns in terms of amplitude and wavelength, and to show that waves can cause objects to move.

4-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Process

- Download and install the Real-time Waveform software
- Using you microphone, Experiment with the creation of different waves:
  - Loud/soft sounds
  - High/low sounds
  - Musical instruments from each instrument family
  - Human voice
  - Classroom objects that create sounds
- Observe how the waveform changed with each sound. You can pause the software in order to see the shape of waveforms more clearly.
- Write down your observations.
- Try to predict a waveform before you see it: are you accurate?
- Discuss how the different waveforms sound. Try to predict the shape of a waveform before you hear the sound: are you accurate?
- Discuss how this information might change your listening experience in a concert.



SOCIAL STUDIES RESOURCES ● SLIDE SHOWS

Calls for Fife and Drum

This slide show explains the role of Fife and Drum music in battle and military life.

http://www.bsomusic.org/media/348267/Fife-and-Drum-Corps.pptx

National Anthems

Discover the origins of our national anthem and learn more about anthems from other countries.

http://www.bsomusic.org/media/348276/National-Anthems.pptx

PRE CONCERT RESOURCE ● YOUR VISIT TO THE MEYERHOFF

Your Visit to the Meyerhoff

A virtual guide to the Joseph Meyerhoff Symphony Hall and your BSO Midweek concert

http://www.bsomusic.org/media/348294/Your-visit-to-the-Meyerhoff.ppt

POST CONCERT RESOURCE ● FIELDTRIP REVIEW

Name _____ Class _____

1. What concert did you see the Meyerhoff Symphony Hall?

   _____

2. What was your favorite part of the concert?

   _____

   _____

Draw a picture of something fun that you remember from the concert.
You may want to ask your teacher for a bigger piece of paper.

ADDITIONAL RESOURCES ● BOOKS, WEBSITES & VIDEOS

Books for Teachers

- Cole, Merle T., and Scott S. Sheads. *Images of America: Fort McHenry and Baltimore's Harbor Defenses*. Arcadia Publishing, 2001.
- Collins, Ace. *Songs Sung Red, White, and Blue: The Stores Behind America's Best-Loved Patriotic Songs*. HarperResource: New York, 2003.
- Rife, Douglas M. *The Star-Spangled Banner*. Teaching and Learning Company: Carthage, Illinois, 1998. Teacher reproducibles.

Children's Books

- Gerstein, Mordicai. *What Charlie Heard*. Farrar, Straus and Giroux, 2002.
- Spier, Peter, ill. *The Star-Spangled Banner*. Dragonfly Books: New York. 1973
  Children's book with images and lyrics.
- Stanbridge, Joanne. *The Extraordinary Music of Mr. Ives: The True Story of a Famous American Composer.* HMH Books for Young Readers, 2012.

Websites

Becoming a Trail Steward and War of 1812 project
http://www.nps.gov/stsp/forteachers/classrooms/upload/STSP-Becoming-Trail-Stewards-War-of-1812-lessons11-7-13.pdf

Exploring the Anthem
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Hold the Fort Game
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Cast Your Vote Game
http://home.nps.gov/fomc/castyourvote/

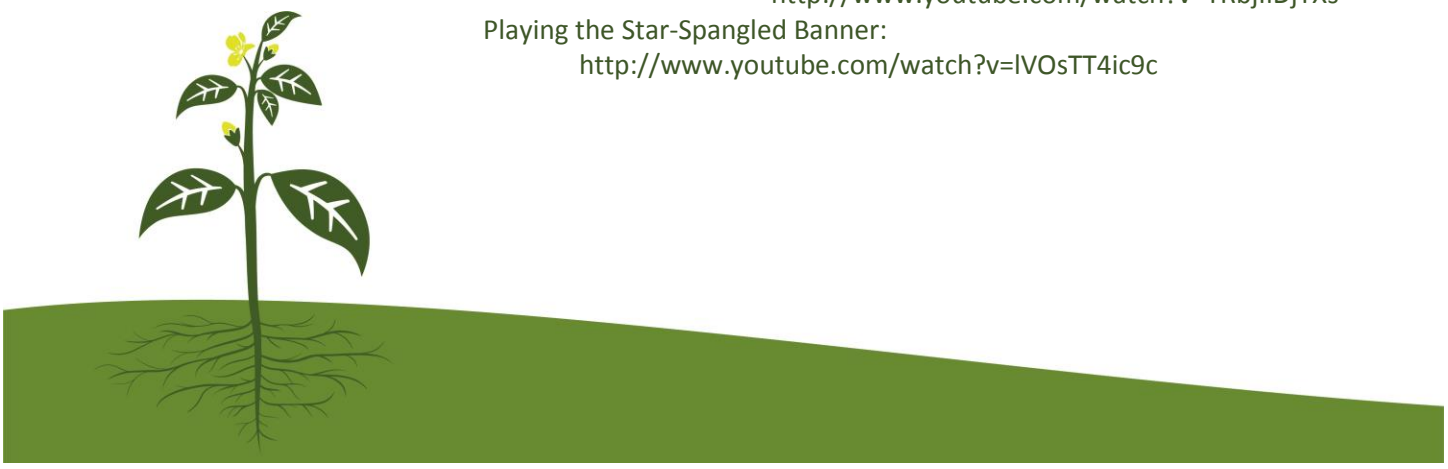
War of 1812 Primary Sources at the Maryland Historical Society
http://www.mdhs.org/digital-images?SearchTitles=&field_creator_value=&field_collection_value=&field_subject_value=%22War+of+1812%22

War of 1812 Teacher Resources
http://warof1812.thinkport.org/#home.html

Videos

Ft. McHenry Fife and Drum Corps Videos:
http://www.youtube.com/watch?v=aiftkEX5NOI
http://www.youtube.com/watch?v=oPbR-hQ1txo
http://www.youtube.com/watch?v=YRbjIiDjTXs

Playing the Star-Spangled Banner:
http://www.youtube.com/watch?v=lVOsTT4ic9c



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Baltimore Symphony Orchestra

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